Pupil Premium Strategy Statement Whalton C of E Primary School 2024 - 2026/7

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	11.4%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2026/7
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Brannen
Pupil premium lead	Mrs Campbell
Governor / Trustee lead	Mr Truscott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 3030 + 7890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,920

Part A: Pupil premium strategy plan

Statement of intent

1. Ultimate Objectives for Disadvantaged Pupils

- To enable pupils to become confident, independent learners who can access the full curriculum - through quality first teaching and additional support intervention to target and support their individual needs

- To ensure all pupils leave school with the academic, social, and emotional skills to thrive in their next stage of education - whether that be in Year 4 (Morpeth schools) or at Year 6 (Ponteland Schools)

2. How the Current Pupil Premium Strategy Plan Works Towards These Objectives

- **Targeted teaching and curriculum support**: funding is used to strengthen quality first teaching, evidence-based interventions offered, and small-group/1:1 support is offered where gaps are identified

- **Attendance and engagement**: regular pastoral support and family meetings to ensure that needs are met and both the family and their child(ren) feel supported

- **Social, emotional, and mental health (SEMH) support**: pastoral care and wellbeing programmes address barriers that impact learning, using support from the Local Authority SEND departments support, where applicable or advice from Adopt North East where available

- **Monitoring and evaluation**: regular assessment and progress tracking ensures support is responsive and adapted to meet a pupils changing needs.

3. Key Principles of the Strategy Plan

- **High expectations**: disadvantaged pupils are entitled to ambitious outcomes, in line with their peers so if any gaps are identified they are addressed

- **Evidence-informed practice**: approaches are drawn from robust research (e.g. EEF toolkit, national studies) and adapted to the school's context - Quality First Teaching, Assessment and Feedback and staff also offer feedback from their NPQ training programmes across the Federation

- **Whole-school responsibility**: Pupil Premium is not “extra”—all staff share accountability for disadvantaged pupils’ success and commit to training as a whole staff, individuals who may be delivering programmes or teams of teachers or teaching assistants to gain further knowledge and skills to support our most vulnerable pupils

- **Sustainability and capacity building**: investment focuses on long-term improvements in teaching quality and staff development, so we have an evolving programme of training that allows all staff to access training which meet the needs of the current children in our care - linked to staff appraisal targets

- **Early intervention**: barriers are identified and addressed as early as possible to prevent them widening over time, these begin in our school through before school interventions, additional lunchtime clubs, social and emotional wellbeing groups etc

- **Personalisation**: strategies are responsive to individual pupil needs rather than a one-size-fits-all approach and this is supported by the wider focus on staff team development and new learning opportunities to ensure that all children are offered the best support that we can provide in a timely and relevant manner

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children have varied needs on entry and training needs to be reflected in our evolving staff CPD Programme
2	Cost of new SEMH research materials for intervention programmes eg Talkabout and Thrive
3	No effective space for children with SEMH needs to feel safe in and to be safe

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All staff have a secure understanding of trauma-informed practice and apply strategies consistently to support pupils with SEMH needs.	SENDCo - Thrive practitioner (Yearly updated training to keep in line with current practice and share knowledge from training with staff) Trauma based Practice Training completed with all staff with our Font Alliance Colleagues in a Teacher Training Day (02/09/25 and completed 10/09/25) with the support of the SEND HINT Training Package Staff confidently use trauma-informed approaches in daily interactions. Reduction in behaviour incidents, exclusions, and use of sanctions - support where needed from Team around the Family Meetings. Increased pupil engagement, self-regulation, and positive relationships with adults - Use of Zones of Regulation and frequent check ins for all pupils, with an adapted offer as well for those children who need further additional support.
Pupils with SEMH needs access structured, evidence-based interventions that build communication, social interaction, and emotional regulation skills.	Access to bespoke learning packages for SEMH needs e.g. Lego Therapy and Talkabout Pupils show improved social communication, problem-solving, and emotional literacy (measured through pre/post intervention assessments or teacher or teaching assistant observation). Improved pupil confidence and resilience, reflected in classroom participation and pupil voice.

	Narrowing of attainment gaps (where SEMH has previously been a barrier to learning).
Pupils benefit from a dedicated, calm, and supportive environment for SEMH interventions, reducing barriers to engagement in learning	Pupils access the Shepherd's Hut (beginning its build in June 2025 and expected completion is November 2025) regularly as part of structured SEMH provision. Pupil voice indicates the space is valued and supports wellbeing. Improved attendance and readiness to learn, evidenced by fewer SEMH-related disruptions in class.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff SEND Training	Staff have all been trained in DLD as a Federation Team after school Supporting children with Autism Training (3 staff - Teacher and TA x 2) provided by NCC SEND Team Dyslexia Training (2 staff (1 x Teacher and 1 x TA) Provided by NCC SEND Team Dyscalculia Training (1 x Teacher and 2 x TAs) Provided by NCC SEND Team	1 and 2
Thrive Licence and Update Training	SENDCo attends refresher training and updates staff on thrive intervention, approaches and offers any support and	1 and 2

	guidance to staff that need support interventions for children with SEMH needs	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7280 Staff delivery, resources purchased and subscriptions

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lego Therapy - intervention and lego purchased	**Expertise and Targeted Intervention** ● Staff are trained from the NCC HINT Team on up to date intervention and specialist teachers bring high-level expertise in social, emotional, and communication needs, enabling delivery of structured programmes (e.g. Talkabout, Lego Therapy, social communication groups) with fidelity and impact.	2
Talkabout - books purchased, training offer and session twice weekly across the year		2
Toucan - specialist dyslexia and dyscalculia support with training on twice monthly schedule. Including Penguin Planet Subscription	**Maximising Interventions** ● The Education Endowment Foundation (EEF) highlights that small-group interventions, when delivered by trained staff, can add up to 4 months of additional progress per year. ● Using specialists ensures the interventions are consistent, evidence-based, and sustainable, rather than ad-hoc or diluted. ● Staff trained alongside specialists so that skills can be transferred into Quality First Teaching and interventions in school will be continued throughout the week	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3200 (Shepherd's Hut - partial funding plus PTA fundraiser)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creating a safe area and building space to support the needs of our children with SEMH needs	Studies show that children experiencing trauma or SEMH difficulties benefit from predictable, calm, and safe spaces where they can regulate before re-engaging in learning (EEF, 2021; NICE guidelines on SEMH). The EEF Toolkit highlights the importance of social and emotional learning and small-group interventions, which are most effective when delivered in a consistent, distraction-free environment. Children in our school and across the Federation have such recommendations written into their EHC Paperwork	3

Total budgeted cost: £ 10,980 (Overspent by £60)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the small numbers of pupils eligible for Pupil Premium funding in our school, care has been taken to avoid including details that could identify individual children. As such, while our overall objectives, intended outcomes, and approaches are clearly set out, some of the evaluation and success criteria are expressed in broader terms to protect pupil anonymity. We are committed to monitoring the progress and wellbeing of each disadvantaged pupil individually and ensuring that Pupil Premium funding is used to meet their specific needs, but this detail is not published to safeguard our pupils.

The children have targeted plans and are making progress against their individualised plans and parents receive face to face meetings each half term to discuss their progress and areas for development. Parental feedback is very positive and outside agencies are very supportive and positive about the support we offer to all of our pupils and the impact in terms of pupil progress.

Statutory Assessment Progress:

Positive but too small to report due to the possibility of individual children being identified.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	
N/A	